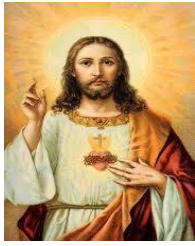
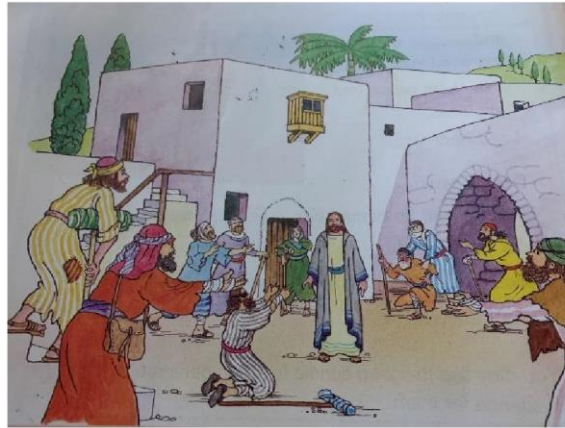


RE



Week 3 - The Ten Lepers

One day Jesus was walking to Jerusalem with his friends. He met ten men who had an illness called leprosy. They were very lonely and unhappy because they could not live with their families. No one wanted to catch the disease from them.

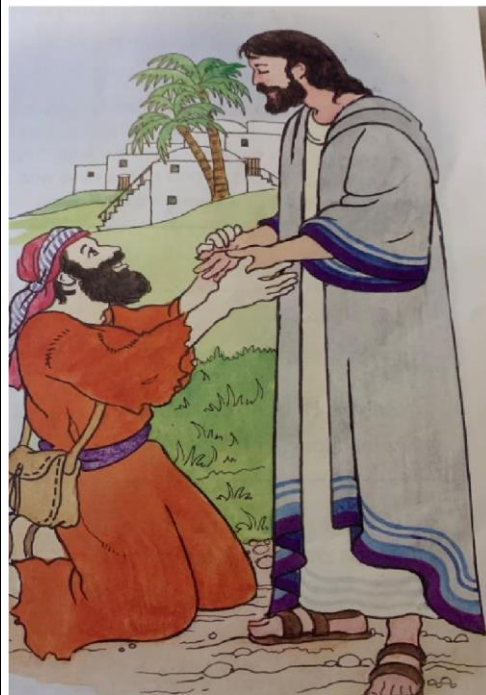


When the lepers saw Jesus, they called out to him, 'Master. Have pity on us.' Jesus said to them, 'Go and show yourselves to the priests.'

As they went on their way, they noticed that they were healed. They no longer had leprosy! Nine of them ran on. They wanted to tell their families as quickly as

they could!

But one man went back to Jesus. 'Thank you, Jesus!' he said. 'Thank you for healing me!'



Jesus looked around. 'Where are the others?' Jesus asked.

'All ten men were healed, but only this man came back to help me!'

Things to do:

1. This story of the men with leprosy is a happy and a sad story.

- a) What makes it a happy story?
- b) What makes it a sad story?
- c) What could we learn from it about saying 'thank you'?

2. Imagine you are the leper who said 'Thank you' to Jesus. Write a postcard to one of the nine who forgot to say 'Thank you.'

Dear
I was with when I heard you had not
.....
I felt when Jesus asked where you
were.
Maybe it is not too late
From your friend

3. Make a list of some of the things we should say 'thank you' for everyday:
- a) To Jesus;
 - b) To those who look after us.

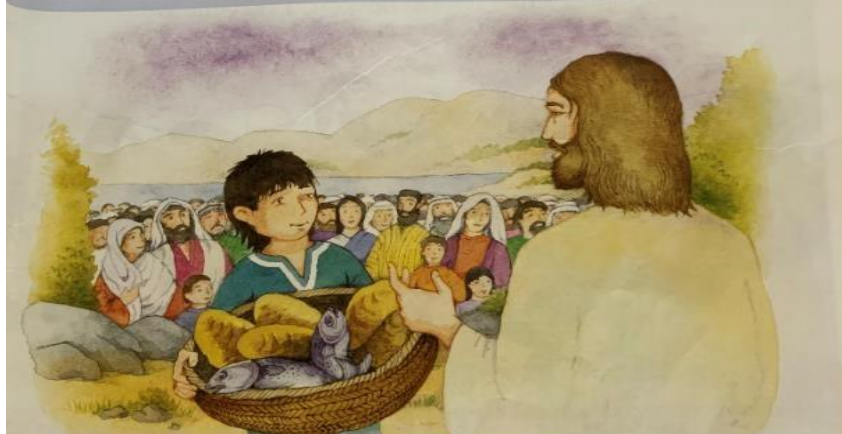
Week 4 - Jesus feeds 5,000 people

Jesus feeds 5,000 people

How would you feel if you had no lunch today?

This is a story of thousands of people who had no lunch and a little boy who shared his with them.

People loved listening to Jesus. One day a very, very large crowd, more than five thousand people, followed Jesus up the hillside to listen to him.



When Jesus saw the crowds he said to the disciples, "Where can we buy bread for these people to eat?" The disciples told him that they had very little money. One of them said that there was a small boy with five loaves and two fish but that would **not** be enough to feed all the people.

Jesus told them to make the people sit down on the grass. He took the food that the small boy gave to him. He looked up to heaven, prayed and thanked God for it.

Then Jesus began to break the bread and fish into small pieces. The disciples took the pieces from him and gave them to the crowd. Something amazing was happening. They gave out the bread and fish over and over again and it never ran out.

Then the disciples picked up all the food that was left over - can you imagine - they filled twelve baskets! Everyone was amazed.



Draw and write about each of the following to create a big book/story that you could read to a child in reception.

(a) Following Jesus to the hillside.

(b) Jesus preaching and people listening to him.

(c) It is getting late, the people are looking tired and hungry.

(d) The boy with the loaves and fish.

(e) Jesus takes the loaves and fish and gives thanks.

(f) The disciples give out the food.

(g) Everybody is eating.

(h) The food left over is collected.



My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.
"JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work," she said.



"I need to know that you can be a good girl for JJ. He will be in charge."

Practice questions

a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

☐

Mum was going on holiday.

☐

Jasmine was ill.

☐

Jasmine was going on holiday.

☐

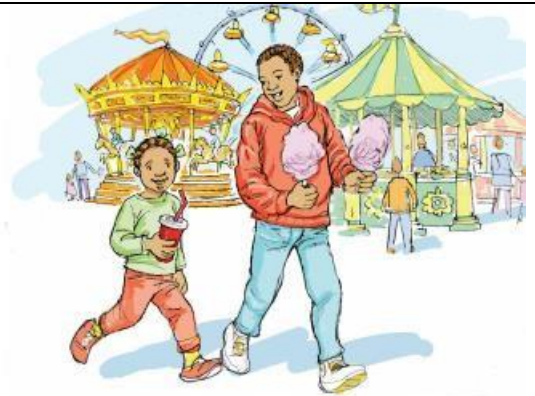
b Who is telling the story?

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday •

• did something for Mum

Wednesday •

• went to the fair

Friday •

• went to the circus

☐
1 mark

2 What did Jasmine and JJ see at the circus?

☐
1 mark

"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

☐

JJ told her to.

☐

The brushes
were dirty.

☐

Mum was angry.

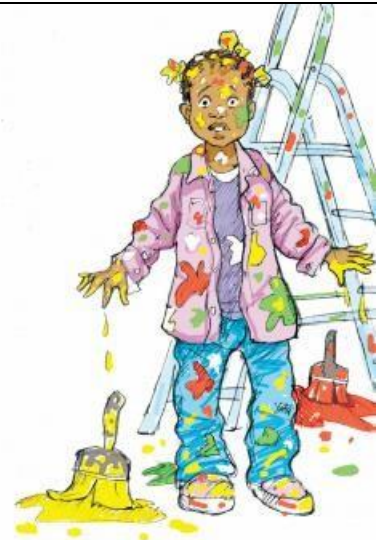
☐

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



7 What happened when Jasmine dropped the brushes?

8 **Find** and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____

"Jasmine! You have got paint all over your hair," she shouted.

But then she saw the painting. Her face changed.

"Whatever made you think of doing that?" she said. "It is FANTASTIC and I love the sparkling fireworks at the top!"

JJ grinned. "It was Jasmine's idea to add some extra colour," he said. We all laughed.



9 When Mum came home, where did she first see the paint?

10 How did Mum feel when she first saw Jasmine?

11 What did Mum describe as *sparkling fireworks*?

Tick **one**.

the sky that JJ painted

☐

the basketball net and red ball

☐

the flowers that Jasmine painted

☐

the splashes of paint

☐

What Is A Cowboy?

A long time ago, there were lots of cowboys in North America. Some were young and some were old; most were men and very few were women. They rode horses and looked after cows.



A cowboy with his horse

Practice questions

c Most cowboys were...

Tick **one**.

men.	<input type="checkbox"/>	girls.	<input type="checkbox"/>
women.	<input type="checkbox"/>	boys.	<input type="checkbox"/>

d What animals did cowboys look after?

An American cowboy

Stetson: wide brim to keep sun and rain off face

Bandana: can be pulled over face in dust storms

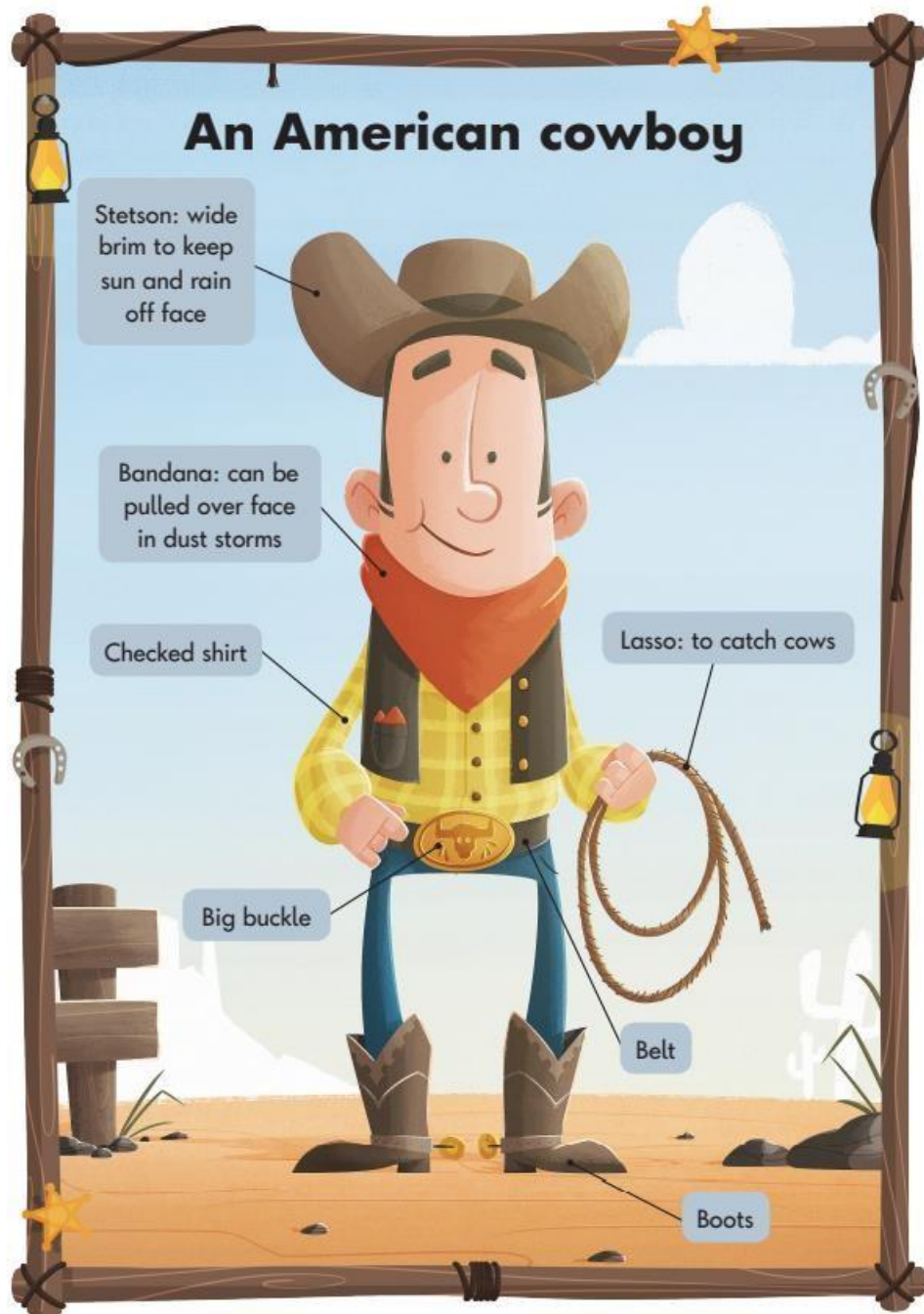
Checked shirt

Lasso: to catch cows

Big buckle

Belt

Boots



12 Which **two** pieces of clothing did cowboys use to protect their faces from the weather?

1. _____

2. _____

13 Write **one** item that cowboys used for working with animals.

A cowboy's job

Two hundred years ago in North America, a huge area of grass covered most of the land. Because people wanted to eat meat, they kept cows on this land.

Cowboys were needed to move the cattle from one place to another. This could take months, so the cowboys lived and worked together and became friends.



A group of cowboys

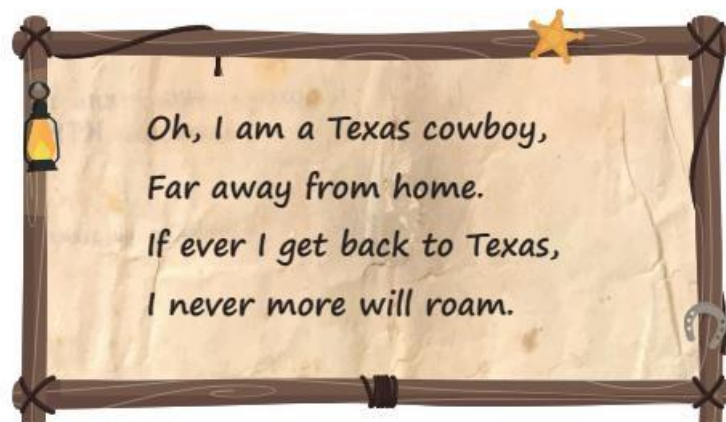
- 14** What covered most of the land in North America two hundred years ago?

- 15** What job did the cowboys do?

- 16** Why did cowboys become friends with each other?

Cowboys and their horses

Cowboys also became close to their horses. They could not do their job without horses and so a special bond grew between a cowboy and his horse. Horses had to carry bags, bedding, water bottles and a cowboy. Cowboys travelled so far with their horses that this became a song they often sang:



Texas is a place in North America where many cowboys were from.

17 Why did horses have to be strong?

18 Where is the cowboy in the song from?

Cowboys in films

Cowboys came in many different shapes and sizes, but all cowboys had to be able to ride horses. Cowboy films often show cowboys who are handsome, clean and young, having lots of adventures.

In real life, cowboys were often quite old. They were covered in dust and had little time to wash or shave. Usually their horses were more handsome than they were!



There are many films about cowboys.

19 What skill did all cowboys need?

20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

English



Lesson 1			
HLTA	F	TA	I
LO: To write the beginning of the story 'The Gingerbread Man'?			
I can	use capital letters and full stops.		
I can	read my own writing to check it makes sense.		
I understand	what a sentence is.		
I understand	that a story has a beginning, middle and end.		



Lesson 2

HLTA	F	TA	I
LO: To write the beginning of the story 'Jack and the Beanstalk'			
I can	use capital letters and full stops.		
I can	use a conjunction to join two ideas together.		
I understand	that a story has a beginning, middle and end.		



Conjunctions are words that join two ideas together. We have been working on using and, but, because and so.

Jack's mum was upset. She didn't have much money.

Jack's mum was upset **because** she didn't have much money.

Wednesday 6th January 2021

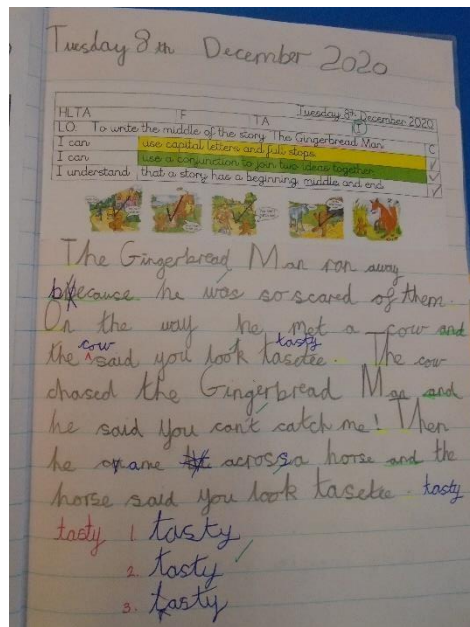
HLTA	F	TA	I
LO: To write the beginning of the story 'Jack and the Beanstalk'			
I can	use capital letters and full stops.		
I can	use a conjunction to join two ideas together.		
I understand	that a story has a beginning, middle and end.		

One upon a time there was a boy called Jack ~~and~~ he lived with his mom. One day his mom ~~told~~ him to sell the cow and he did it. He went to sell the cow ~~and~~ on his way he met a magic man.

magic ~~magic~~ magic magic magic

Lesson 3

HLTA	F	TA	I
LO: To write the middle of the story 'Jack and the Beanstalk'			
I can	use capital letters and full stops.		
I can	use a conjunction to join two ideas together.		
I understand	that a story has a beginning, middle and end.		



Lesson 4

HLTA	F	TA	I
LO: To write the end of the story 'Jack and the Beanstalk'			
I can	use capital letters and full stops.		
I can	use a conjunction to join two ideas together.		
I understand	that a story has a beginning, middle and end.		



HLTA

F

TA

I

LO: To write a character description

C

I can

use noun phrases

The giant had big, brown eyes.

I can

use commas in a list

Jack wore a brown waistcoat, brown shorts and a white t-shirt.

I understand

that my writing must interest the reader.

Giant

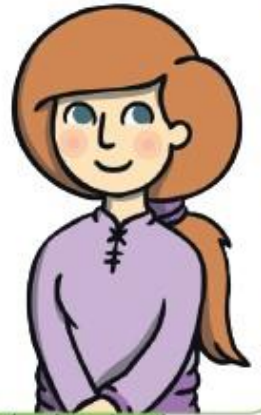
caring	clever	brave	bold
happy	cross	horrible	sly
wise	kind	grumpy	scary
angry	helpful	rude	cunning
ugly	gentle	mean	furious
nasty	handsome	noble	smart
unkind	wicked	polite	evil
friendly	pretty	shy	cruel
beautiful	honest	calm	charming



Can you write a paragraph about this character?

Jack's Mother

caring	clever	brave	bold
happy	cross	horrible	sly
wise	kind	grumpy	scary
angry	helpful	rude	cunning
ugly	gentle	mean	furious
nasty	handsome	noble	smart
unkind	wicked	polite	evil
friendly	pretty	shy	cruel
beautiful	honest	calm	charming



Can you write a paragraph about this character?

Jack

caring	clever	brave	bold
happy	cross	horrible	sly
wise	kind	grumpy	scary
angry	helpful	rude	cunning
ugly	gentle	mean	furious
nasty	handsome	noble	smart
unkind	wicked	polite	evil
friendly	pretty	shy	cruel
beautiful	honest	calm	charming



Can you write a paragraph about this character?

Lesson 6

LO: To create a plan for your own story by writing down ideas and key words.

Characters

Middle:

Challenge word

Speech

Beginning:

End:

--

				Lesson 7
HLTA	F	TA	I	
LO: To write the beginning of your own story				C
I can	use capital letters and full stops.			
I can	use a conjunction to join two ideas together.			
I understand	that I must use my story plan.			

Mathematics

Maths

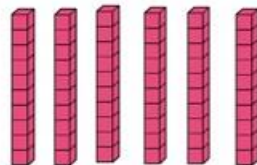
123456789

HLTA	F	TA	I
LO: To make equal groups			
I can	count in multiples		
I can	group objects and count the groups.		
I can	represent the groups as images and in words.		

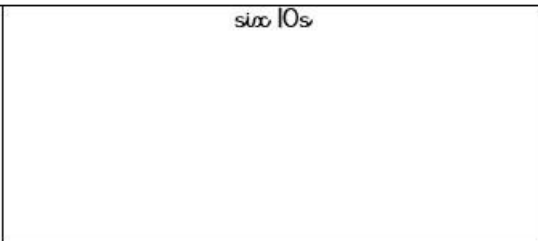
The image below shows six equal groups with ten in each group.

There are six 10s. How else can you represent these equal groups?

six 10s




six 10s



Can you represent 'four equal groups with three in each group' in different ways?

What else do we need to show 'five 3s'? _____



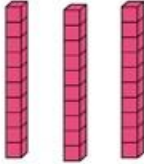
How else can we show five equal groups with three in each group?

The image below shows three equal groups with ten in each group.

HLTA	F	TA	I
LO: To make equal groups			
I can	count in multiples		
I can	group objects and count the groups		
I can	represent the groups as images and in words		

There are three 10s.

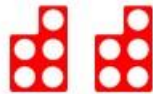
How else can you represent these equal groups?

three 10s 	three 10s
------------------------------------------------------------------------------------------------	-----------

Can you represent 'four equal groups with two in each group' in different ways?

--	--	--

What else do we need to show '3 fives'? _____



How else can we show three equal groups with five in each group?

--	--	--

Make equal groups



1 Complete the sentences.

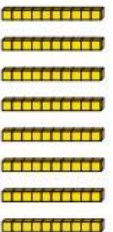
a)



There are equal groups of 10

There are tens.

b)



There are equal groups of 10

There are tens.

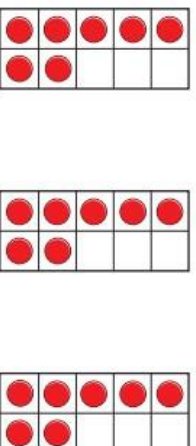
c)



There are tens.

2 The ten frames show equal groups.

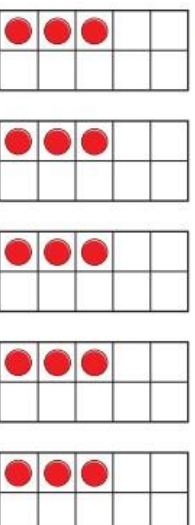
a)



There are equal groups with

in each group.

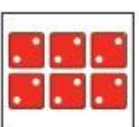
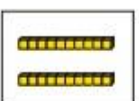
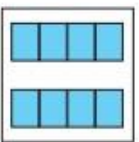
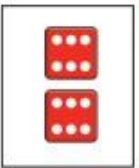
b)



There are equal groups with

in each group.

3 Match the equal groups.



two 10s

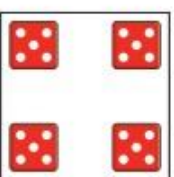
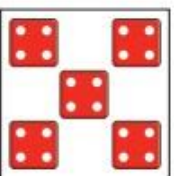
2 sixes

6 twos

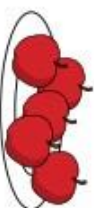
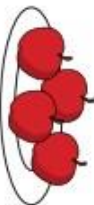
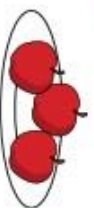
two 4s

4 Which pictures represent 4 equal groups with 5 in each group?

Tick your answers.



5 How can Eva make the groups equal?



6 Draw triangles to match each sentence.

a) There are 3 equal groups with 2 in each group.

b) There are 2 equal groups with 3 in each group.

What do you notice about your drawings?

Add equal groups

1 Complete the sentences.

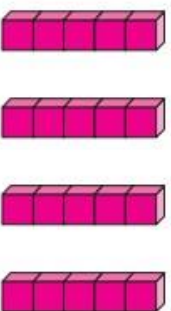
a)



There are equal groups with in each group.

$$\square + \square + \square = 18$$

b)



There are equal groups with in each group.

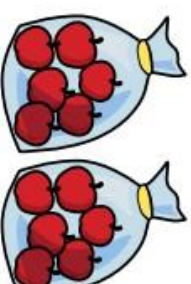
$$\square + \square + \square + \square = 20$$

2 Write a number sentence to match the picture.

a)



b)



3 Rosie has 20p.

How many 10p coins could she have?

How many 5p coins could she have?

How many 2p coins could she have?

- 4 Draw a picture to represent the number sentence.

a) $8 + 8 = 16$

b) $2 + 2 + 2 = 6$



- 5 Dexter has five of the same coins. How much money does Dexter have if these are the coins?

a) Dexter has five 1p coins.

b) Dexter has five 2p coins.

c) Dexter has five 5p coins.

d) Dexter has five 10p coins

- 6 Complete the sentences.

a) $3 + 3 + 3 + 3 = 12$

There are equal groups with
in each group.

b) $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

There are equal groups with
in each group.

Multiplication sentences using the x symbol

1 Complete the sentences.

a)

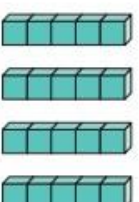


There are equal groups with in each group.

$$\square + \square + \square = 18$$

$$\square \times \square = 18$$

b)

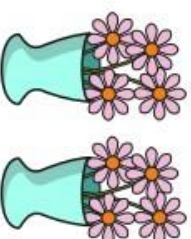


There are equal groups with in each group.

$$\square + \square + \square + \square = 20$$

$$\square \times \square = 20$$

c)



There are equal groups with in each group.

$$\square + \square = 8$$

$$\square \times \square = 8$$

2 Complete the table.

The first one has been done for you.

Addition	Multiplication
$2 + 2 + 2 + 2$	4×2
$5 + 5 + 5$	
$3 + 3 + 3 + 3 + 3$	
	2×10

3 Complete the pattern.

$5 \times 2 = 5 + 5 =$

$5 \times 3 = 5 + 5 + 5 =$

$5 \times 4 = 5 + 5 + 5 + 5 =$

$5 \times 5 =$ $=$

What comes next?

4 The total is 16

What could the addition and multiplication be?

5 Use counters to help you complete the number sentences.

a) $3 \times$ $= 12$

b) $\times 4 = 8$

c) $2 \times$ $= 10$



Multiplication sentences from pictures

1 Complete the sentences to match the picture.

a)

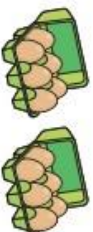


lots of 3 =

multiplied by 3 =

\times 3 =

b)



lots of 6 =

multiplied by 6 =

\times 6 =

c)



lots of =

multiplied by =

\times =

d)



lots of =

multiplied by =

\times =

2 Draw a picture for each sentence.

a) 4 lots of 5

b) 2 multiplied by 4

c) 3×5



3 Complete the sentences for each picture.

a)



lots of =

\times =



b)



lots of =

\times =

What is the same about the number sentences?
What is different?

4 a) The answer is 12

What could the multiplication be?

Compare answers with a partner.

b) Now the answer is 15

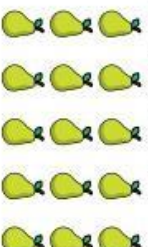
What could the multiplication be?

Can you write more or fewer multiplications
for 15?

Use arrays



1 How many pears are there?



$$\begin{array}{l} \square + \square + \square = \square \\ \square \times \square = \square \end{array}$$

There are pears.

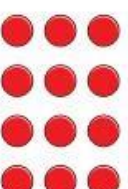
2 How many stars are there?



$$\begin{array}{l} \square + \square = \square \\ \square \times \square = \square \end{array}$$

There are stars.

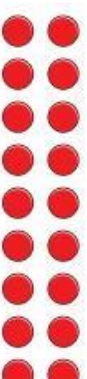
3 Write two additions and two multiplications for the array.



$$\begin{array}{l} \square + \square = \square \\ \square \times \square = \square \\ \square + \square = \square \\ \square \times \square = \square \end{array}$$

What do you notice?

4 Write two multiplications for this array.



$$\begin{array}{l} \square \times \square = \square \\ \square \times \square = \square \end{array}$$

5 Draw an array to show 7×3
Complete the number sentence.

$$7 \times 3 = \boxed{}$$

Is there more than one way to draw the array?

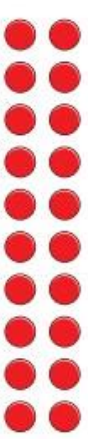
6 Draw three different arrays to show 12



7 Draw dots to show each multiplication in two ways.
The first one has been done for you.

Multiplication	Array 1	Array 2
3×8		
2×5		
4×9		
6×1		

8 Can you see the multiplications 5×4 and 4×5 in the array?



Talk about it with a partner.

Times tables

Can you practice counting forwards and backwards in 2s, 5s and 10s?

2x tables – 0, 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

5x tables – 0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60

10x tables – 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

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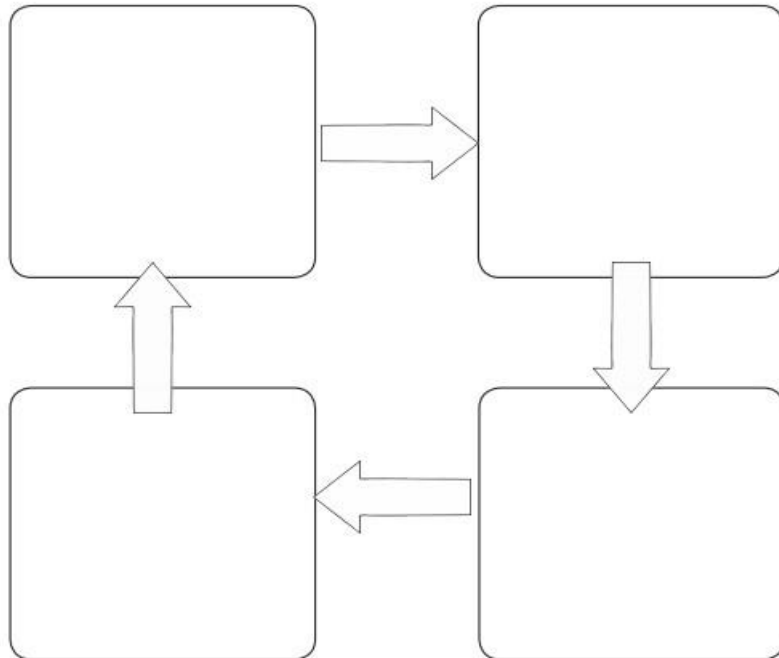
Science



Can you do some research into life cycles?

Frog Life Cycle

Cut and paste the life cycle of a frog into the correct order.



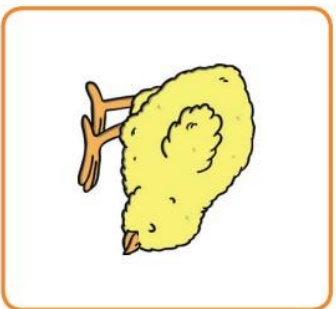
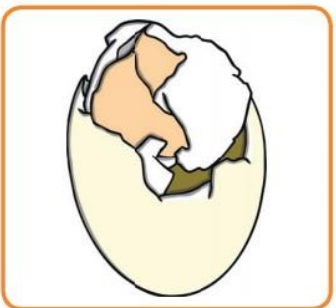
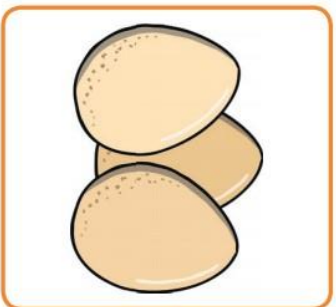
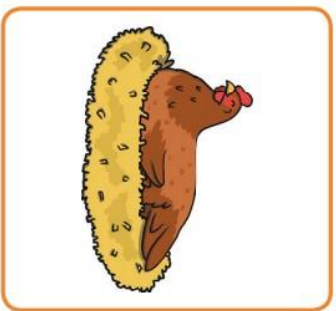
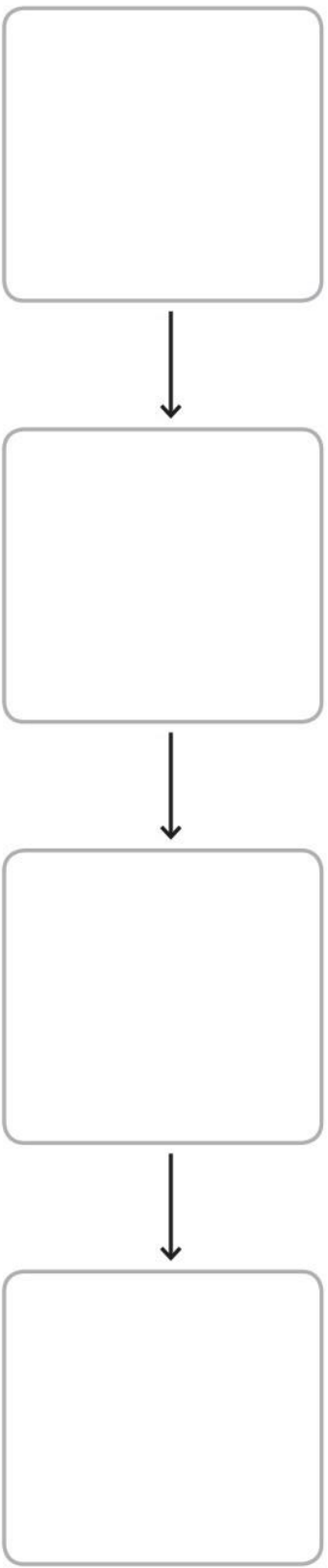
Write a few sentences about the frog life cycle.

frog	frog spawn	tadpoles	froglet

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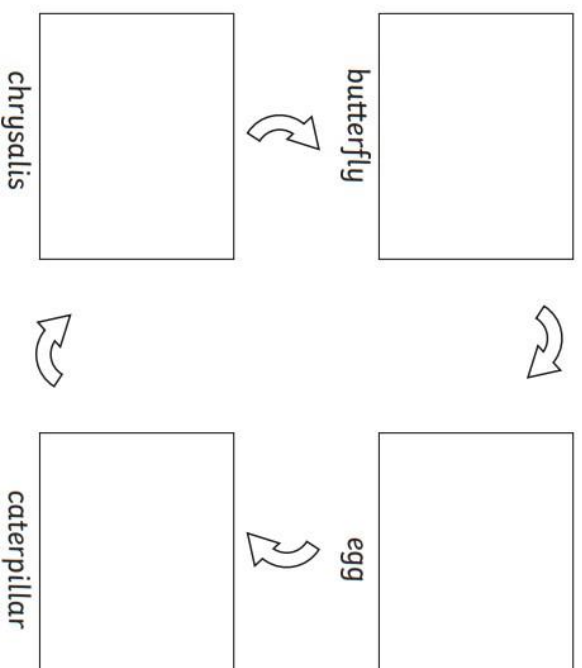
Hen Life Cycle

Can you put the pictures in the right order?



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Life Cycle of a Butterfly



Butterfly Life Cycle

Butterflies have a complete life cycle with four separate stages. During this cycle they change completely - this is called metamorphosis.



What Happens During the First Stage?

During the first stage of the butterfly life cycle, the female butterfly lays her eggs on a leaf, stem or another object. The new butterfly starts life as a very small egg. The eggs can be round or oval and some are ribbed. If you look really closely, you can actually see the caterpillar growing inside the egg.



What Happens During the Second Stage?

During the second stage, a caterpillar (or larva) hatches. It is the long, worm-like stage of the butterfly life cycle. Most caterpillars have interesting patterns, stripes or patches and sometimes spine-like hairs. In this stage, the caterpillar needs to eat lots to grow and will usually start by eating the leaf they were born onto. As it gets bigger, the caterpillar sheds its skin four or more times.



What Happens During the Third Stage?

Once fully grown, the caterpillar forms a chrysalis (or pupa), which is usually brown or green so it is camouflaged. Many hibernate (spend long periods asleep) during the winter at this stage. This is the transformation stage, when the caterpillar tissues are broken down and the adult's insect structures are formed, including growing wings. From the outside, it can look like it is just resting but it is changing rapidly inside the pupa.



What Happens During the Fourth Stage?

During the fourth stage, the pupa splits open to reveal a colourful adult butterfly, which the caterpillar has transformed into. When it first emerges, its wings are soft and folded against its body because it had to fit inside the pupa. The butterfly usually learns to fly in 3 or 4 hours. Adults also mate and the female butterflies lay eggs, beginning the life cycle again.

Butterfly Life Cycle Questions

1. Fill in the missing words.

Butterflies have a complete life _____ with _____ separate stages.

2. Find and copy one word that means 'apart'.

3. What does the new butterfly start life as? Tick one

- ☐ a caterpillar
- ☐ a small butterfly
- ☐ a very small egg
- ☐ a chrysalis

4. Draw **four** lines and complete each sentence.

The new butterfly...	• (or larva) hatches.
Once fully grown, the caterpillar forms...	• a chrysalis (or pupa) which is usually brown or green so it is camouflaged.
During the second stage, a caterpillar...	• starts life as a very small egg.
The adults also mate and the female butterflies...	• lay eggs, beginning the life cycle again.

5. Number the events from **1-5** to show the order in which they occur in the four separate stages. The first one has been done for you.

	Most caterpillars have interesting patterns, stripes or patches and sometimes spine-like hairs.
	This is the transformation stage, when the caterpillar tissues are broken down and the adult's insect structures are formed, including growing wings.
1	The eggs can be round or oval and some are ribbed.
	The butterfly usually learns to fly in 3 or 4 hours.
	Once fully grown, the caterpillar forms a chrysalis (or pupa), which is usually brown or green so it is camouflaged.

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Purple Mash

Computing activity

1. Click on the box 'Computing'
2. Click on online safety.



To complete one online safety activity each day.

Art

Task 1 – Impressionism

To research different artists that were famous for painting using impressionism. Here are some artists that you



could research and find out what art work they created:

Claude Monet / Vincent Van Gogh / Pierre-Auguste Renoir

Task 2 – Impressionism

To recreate a famous piece of impressionism art.



Challenge – To paint your picture of a sunset.

Task 3 – Drawing an animal

To follow the 6 steps to draw a lion.



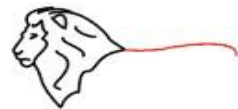
Step 1: First, draw the snout along with the nose and mouth



Step 2: Next, draw the eye and mane



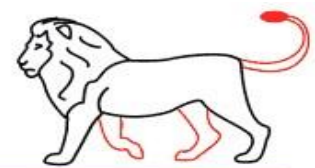
Step 3: Draw the ear and mane patterns



Step 4: Draw the back



Step 5: Draw the legs and the body



Step 6: Draw the rest of the legs and add the tail

PSHE

Task 1 – Friendships

To write down all the qualities that you look for in a friend. An example of a quality might be **friendly**. You could



draw a picture of a friend and write down all of the good qualities in one colour and all of the negative qualities in another colour. For example **selfish** could be a negative quality.



Task 2 – Friendships

To create a friendship potion (How to make the perfect friend) using the good qualities that you have listed and remember to use your features of instructional writing. Here

Time conjunctions – First, Then, Next, After that, Finally

Imperative verbs – mix, stir, sprinkle, push, roll, pour

Adverbs – quickly, slowly, carefully, gently, calmly



Task 3 – Friendships

You could then create your friendship potion using different coloured liquids. You could use your skills as a scientist here and think about the density of liquids (liquids that will be at the bottom and liquids that will sit at the top).